

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Fourth Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Movement Concepts			
<i>Space Awareness</i>			
M.MC.04.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.			
M.MC.04.02 demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.03 demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.04 demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.			
<i>Effort</i>			
M.MC.04.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.			

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Motor Skills and Movement Patterns: Movement Concepts, Continued			
<i>Effort, Continued</i>			
M.MC.04.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.			
<i>Relationships</i>			
M.MC.04.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.10 demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of selected fundamental motor skills in controlled settings.			
M.MC.04.11 demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of selected fundamental motor skills in controlled settings.			
Motor Skills and Movement Patterns: Motor Skills			
<i>Non-Locomotor</i>			
M.MS.04.01 demonstrate selected elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.			

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Motor Skills and Movement Patterns: Motor Skills, Continued			
<i>Locomotor</i>			
M.MS.04.02 demonstrate selected elements of the mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.			
<i>Manipulative</i>			
M.MS.04.03 demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.			
M.MS.04.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.			
M.MS.04.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.			
M.MS.04.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.			
Motor Skills and Movement Patterns: Aquatics			
M.AQ.04.01 demonstrate selected elements of the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.			
M.AQ.04.02 demonstrate selected elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.			
M.AQ.04.03 demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet/5 yards in the water in isolated settings.			
M.AQ.04.04 demonstrate locomotion, in a supine position, using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet/5 yards in the water in isolated settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Aquatics, Continued			
M.AQ.04.06 demonstrate jumping or stepping from the side while wearing a life jacket and locomote to a position of safety in isolated settings.			
Motor Skills and Movement Patterns: Outdoor Pursuits			
M.OP.04.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in isolated settings.			
M.OP.04.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment (e.g., backpack) in isolated settings.			
M.OP.04.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in isolated settings.			
M.OP.04.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in isolated settings.			
Motor Skills and Movement Patterns: Target Games			
M.TG.04.01 demonstrate limited use of selected strategies for tactical problems, such as accuracy in distance and direction during modified, unopposed target games.			
Motor Skills and Movement Patterns: Invasion Games			
M.IG.04.01 demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).			
Motor Skills and Movement Patterns: Net/Wall Games			
M.NG.04.01 demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during modified, cooperative net/wall games.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Striking/Fielding Games			
M.SG.04.01 demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).			
Motor Skills and Movement Patterns: Rhythmic Activities			
M.RA.04.01 demonstrate the reversal of rhythmic locomotor patterns and change of direction.			
Content Knowledge: Feedback			
K.FB.04.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.			
Content Knowledge: Movement Concepts			
K.MC.04.12 apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.			
K.MC.04.13 apply knowledge of critical elements of all movement concepts while performing non-locomotor skills in isolated settings.			
K.MC.04.14 apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings.			
Content Knowledge: Motor Skills			
<i>Non-Locomotor</i>			
K.MS.04.01 apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Motor Skills, Continued			
<i>Locomotor</i>			
K.MS.04.02 apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.			
<i>Manipulative</i>			
K.MS.04.03 apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.			
K.MS.04.04 apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.			
Content Knowledge: Aquatics			
K.AQ.04.01 describe the critical elements of selected aquatic skills: front float, back float, glide, and recovery.			
K.AQ.04.02 describe critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).			
K.AQ.04.04 describe critical elements of basic aquatic safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i> , follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).			
K.AQ.04.05 describe all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).			
K.AQ.04.06 describe all critical elements of how to use the knowledge of how to get help.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Outdoor Pursuits			
K.OP.04.01 distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings.			
K.OP.04.03 describe the function of clothing and equipment associated with selected outdoor pursuits.			
K.OP.04.04 identify selected safety features of outdoor pursuits.			
Content Knowledge: Target Games			
K.TG.04.01 identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.			
Content Knowledge: Invasion Games			
K.IG.04.01 identify selected elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).			
Content Knowledge: Net/Wall Games			
K.NG.04.01 identify selected tactical problems (e.g., maintaining a rally), setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.			
Content Knowledge: Striking/Fielding Games			
K.SG.04.01 identify selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).			
Content Knowledge: Rhythmic Activities			
K.RA.04.01 create a repeating rhythmic sequence by combining a variety of mature movement skills.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Participation Inside/Outside of Physical Education			
K.PA.04.01 identify and participate in new physical activities.			
Content Knowledge: Health-Related Fitness			
K.HR.04.02 understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
K.HR.04.03 understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
K.HR.04.04 understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.HR.04.05 understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
Content Knowledge: Physical Activity and Nutrition			
K.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).			
K.AN.04.02 understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.			
K.AN.04.03 explain how supporting body weight, while participating in activities, improves physical fitness.			
K.AN.04.04 explain how non-manipulative activities promote healthy joint flexibility.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Personal/Social Behaviors			
K.PS.04.01 describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.			
K.PS.04.02 describe key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.			
Content Knowledge: Regular Participation			
K.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.			
K.RP.04.02 understand the need to practice skills for which improvement is needed in isolated settings.			
Content Knowledge: Social Benefits			
K.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.			
Content Knowledge: Individual Differences			
K.ID.04.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.			
K.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
K.ID.04.03 choose to participate with students of varying skill and fitness levels in isolated settings.			
Content Knowledge: Feelings			
K.FE.04.01 identify positive feelings associated with regular participation in physical activities.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Participation During Physical Education			
A.PE.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.			
Fitness and Physical Activity: Participation Outside of Physical Education			
A.PA.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 60% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.			
Fitness and Physical Activity: Health-Related Fitness			
A.HR.04.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
A.HR.04.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
A.HR.04.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.HR.04.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Physical Activity and Nutrition			
A.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).			
A.AN.04.02 support body weight while participating in activities that improve physical fitness.			
A.AN.04.03 participate in non-locomotor activities that promote healthy joint flexibility.			
A.AN.04.04 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.			
Personal/Social Behaviors and Values: Feedback			
B.FB.04.01 use limited feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.			
Personal/Social Behaviors and Values: Personal/Social Behaviors			
B.PS.04.01 exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.			
B.PS.04.02 exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.			
Personal/Social Behaviors and Values: Regular Participation			
B.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.			
B.RP.04.02 choose to regularly practice skills for which improvement is needed in isolated settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Personal/Social Behaviors and Values: Social Benefits			
B.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.			
Personal/Social Behaviors and Values: Individual Differences			
B.ID.04.01 participate with students of varying skill and fitness levels in isolated settings.			
B.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.			
Personal/Social Behaviors and Values: Feelings			
B.FE.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.			